

Lesson Plan

Day 1

Appropriate for any age level.

Objective: Students will brainstorm what they think they know about the Mediterranean. When students do this, teachers become aware of prior knowledge the children have and if this knowledge is correct or incorrect (knowing this about your students then helps to drive instruction). This is not the time to make corrections. Through research, students will be able to self- correct.

Materials:

Chart paper, marker

Introduction:

“We will be learning about the Mediterranean, where it is located, the creatures that inhabit it, and the environmental problems occurring there. Today we will start by making a list of what you know about the Mediterranean.”

Lesson:

Whole group- Inform students that today we will make a list of what they think they know about the Mediterranean. Let them know that we are not looking for answers to questions right now. Tomorrow (or during the next class period) we will be asking questions and researching those answers. Remind them to think about animals of the sea, marine and coastal ecosystems, threats to the Mediterranean, and protected areas to include on the list.

Option 1: List Form

Title the chart: What we think we know about the Mediterranean:

List everything the students say.

Option2: Web Form

On chart paper draw a circle and write “The Mediterranean” in the middle.

Extend lines from the circle as students brainstorm ideas in different categories about the Mediterranean. Title the categories such as animals of the sea, marine and coastal ecosystems, threats to the Mediterranean, protected areas and so forth. As students brainstorm, ask them which category it belongs in and extend lines from that category and write their ideas.

Example: If a student says that sea turtles are in the Mediterranean, go to the words “animals of the sea”, draw a line from that category and write sea turtles.

In the end, you will have what looks like a large spider web all about the Mediterranean.

Closure:

Express your enthusiasm with your class for sharing their ideas. Reiterate what comes next (asking of questions and doing the research to find those answers).

Hang the chart at eye level for students to read and be able to write on in the future.

Assessment/Evaluation:

Teacher observation of student participation

Helpful Hints:

Younger students, depending on the age group that you teach, may need the categories reworded to fit into their knowledge of vocabulary.

You can go around the room giving each person a turn. A talking stick helps. If you have the talking stick, then it is your turn to speak. Instead of using a stick, try something you might have from the beach or a stuffed animal of a sea creature. This prop helps with making sure that everyone gets a turn and helps with classroom routine.

Remember to go back after completion of Lesson 3 to revisit the list/web that you made today. Have students check to see if what they knew was actually true or if they need to change ideas that they had about the Mediterranean.

